SECONDARY PHYSICAL EDUCATION

PROGRAM OF STUDIES

1987

A. PROGRAM RATIONALE AND PHILOSOPHY

Alberta's secondary schooling process is comprised of a variety of subjects and experiences designed to help all students reach their fullest potential. While the unique contributions of physical education to the school program are motor skill development and physical fitness, physical education is concerned with the whole being and therefore consists of learning modes that are based upon the inter-related cognitive, affective, and psychomotor behaviors of students.

The physical education program, a vital part of the schooling process, features a student-centered learning environment that attempts to meet the needs of all students in order to encourage their optimal development. The program is designed for a wide range of student abilities and, therefore, is comprised of varying activities, progressions in difficulty, and standards of achievement.

Through the provision of knowledge about physical activity and the opportunity to develop physical and social and emotional skills, the physical education program is intended to foster self-initiated participation in physical activities and the formulation of a healthy lifestyle. The student-centered approach, which integrates all three learning domains, provides the opportunity for each student to achieve a measure of success, and thereby to enhance their self-concept. In addition, the program has the potential to refine students' social skills in that many of the interaction skills, values, and attitudes promoted by physical activity are transferable to other areas of the students' lives.

A wide variety of learning experiences were carefully structured to meet individual differences in order to ensure that this physical education program has the potential to fulfill its purpose. That is, the program provides students, regardless of ability level, with experiences that encourage them to make wise personal decisions regarding life-long participation in physical activity. This program can contribute to an active, healthy, and productive adulthood by providing students with the necessary knowledge, physical skills, social and emotional skills, and predisposition to develop and maintain physical fitness and positive attitudes toward life-long participation in physical activity.

The student-centered philosophy permits adaptation to individual student needs and abilities, including physical and emotional differences. This objective is supported by the considerations provided in the curriculum guide that are intended to assist teachers in accommodating adolescent male and female social, emotional and physical differences, and learning needs crucial to junior and senior high students' stages of cognitive development.

The rationale and philosophy for physical education in Alberta schools originates from the Goals of Basic Education, adopted by the Alberta Legislative Assembly in 1978, and The Goals of Secondary Education from the Secondary Education in Alberta Policy Statement of June 1985.

B. GOALS AND LEARNER OUTCOMES OF SECONDARY PHYSICAL EDUCATION

Goal 1

THE PHYSICAL EDUCATION PROGRAM SHOULD ASSIST THE STUDENT'S INDIVIDUAL DEVELOPMENT OF MOTOR SKILLS THAT ARE EFFECTIVE, EFFICIENT, AND APPLICABLE IN A WIDE VARIETY OF PHYSICAL ACTIVITIES.

Learner Outcomes

To the extent of their own unique ability, students will develop:

1. locomotor, non-locomotor, and manipulative skills in a wide variety of physical activities suitable for developmental and recreational purposes; and

2. the ability to define, analyze, and solve movement problems inherent in a wide variety of physical activities suitable for developmental and recreational purposes.

Goal 2

THE PHYSICAL EDUCATION PROGRAM SHOULD ASSIST THE STUDENT TO DEVELOP, MONITOR, AND MAINTAIN AN APPROPRIATE INDIVIDUAL FITNESS LEVEL.

Learner Outcomes

To the extent of their own unique ability, students will develop:

1. the ability to participate in vigorous activity;

2. appropriate physical fitness in the areas of cardiorespiratory endurance, muscular endurance, strength, and flexibility; and

3. the ability to assess and monitor personal physical fitness needs and to design a safe program to meet these needs.

Goal 3

THE PHYSICAL EDUCATION PROGRAM SHOULD ASSIST THE STUDENT TO UNDERSTAND CONCEPTS BASIC TO PHYSICAL MOVEMENT AND TO APPLY THESE UNDERSTANDINGS TO A VARIETY OF PHYSICAL ACTIVITIES.

Learner Outcomes

To the extent of their own unique ability, students will develop:

1. physical skills, physical fitness, and understanding of scientific principles of movement and the relationship of exercise to personal well-being;

2. knowledge of rules, techniques, strategies, and mechanical, physiological and psychological concepts as they relate to various physical activities;

3. essential safety skills, practices, and techniques necessary in physical activity.

Goal 4

THE PHYSICAL EDUCATION PROGRAM WILL ASSIST THE STUDENT TO DEVELOP POSITIVE PERSONAL ATTRIBUTES.

Learner Outcomes

Students will develop:

1. a positive, realistic self-image, understanding and accepting themselves with their strengths and limitations;

2. a positive and responsible attitude toward and independence in pursuing a wide variety of desirable recreational habits, interests, and skills which will lead to wise and satisfying use of leisure time;

3. a sense of achievement, joy, pleasure and satisfaction in life through a variety of wholesome physical activities;

4. a sensitivity toward and an appreciation for the beauty of skilled movement;

5. appreciation for their own growth and development in social, emotional, ethical and physical areas.

Goal 5

THE PHYSICAL EDUCATION PROGRAM WILL ASSIST THE STUDENT TO DEVELOP POSITIVE INTERPERSONAL SKILLS TRANSFERABLE TO OTHER AREAS OF THEIR LIVES.

Learner Objectives

Students will develop:

1. appreciation of the worth of others, and respect for their rights;

2. consideration and understanding of the needs, strengths and limitations of others;

3. attitudes and skills of cooperation and conciliation essential to fair play, competition and team interaction, as well as to leadership and the ability to follow a leader;

4. an appreciation for and ability to act in accord with game etiquette and the values of loyalty, honesty, dependability, kindness and generosity.

C. CONTENT

SECONDARY PHYSICAL EDUCATION PROGRAM MODEL

The secondary physical education program is comprised of seven dimensions: aquatics, dance, fitness, games, gymnastics, individual activities and outdoor pursuits. By engaging in a balanced selection of activities drawn from each dimension at levels appropriate to each student's unique ability and aptitude, students will develop their physical skills, knowledge of physical movement and positive personal attributes and interpersonal skills and attitudes. Confidence, respect for oneself and others, and a predisposition toward life-long engagement in physical activity, with the attendant rewards of health, self-esteem and positive social relationships, are the long-term objectives of the physical education program.

Program Balance

A well-balanced program provides opportunities for students to participate in activities from all seven dimensions, appreciating local or individual considerations such as access to facilities, religious persuasion, or health. A balanced physical education program drawn from each of the seven dimensions will provide a broad and varied program of physical education.

Activity selection and time allocation will be determined by the needs and development of the students, by the program objectives, and by many other factors.

The balance may also differ from grade to grade, and from junior high to senior high school depending on such factors as individual needs, time and facilities.

APPLICATION OF SECONDARY PHYSICAL EDUCATION PROGRAM

The physical education program is intended to provide students in grades 7 through 10 with an opportunity to develop skills in a variety of physical activities at levels of proficiency reflective of each student's unique abilities. It is therefore **mandatory** that all seven dimensions of the program be addressed in the required component of each course in grades 7 through 10, notwithstanding the exemptions specified below.

Because of the greater proficiency of skill of most students who pursue the complementary 20 and 30 courses, the study of all seven dimensions is not required at the complementary level. However, the fitness dimension must be included in both Physical Education 20 and 30. The complementary physical education program should accommodate a variety of student needs, interests and abilities, and should aim at a balance of many dimensions rather than over-emphasis on one aspect of the program.

The core and complementary program models are presented on pages 7 and 8.

Required/Elective Components

Each dimension of the grade 7 through 10 physical education program must receive **no less than** 10% of the available instructional time at each grade level. The required component of 80% of the available instructional time therefore allows the remaining 10% to be used for extension of one or more dimensions. The 20% elective component can be applied to one or more of the dimensions for enrichment or remediation. This 20% is not an addendum to the required component but should be utilized throughout the duration of the course as indicated by student needs and interests.

At the grade 11 and 12 level, 70% of the total instructional time should be devoted to the required component of the program, and 30% to the elective. The elective may be used to extend the required component, to address dimensions not incorporated into the required component, or to provide special emphases.

Exemptions

As an integral part of the well-balanced physical education program, each dimension utilizes carefully selected activities to contribute to the development of the physically educated individual. In the following specified circumstances, however, exemptions may be warranted:

PROGRAM EXEMPTIONS

CATEGORY	CONDITIONS FOR EXEMPTION	PROCEDURE AND APPROVAL PROCESS	ALTERNATIVE EXPERIENCES
Individal	1. Religious beliefs	1. Statement in writing to principal by parent	• When exemption is granted, alternative activities consistent with the goals and objectives of the physical education program should be substituted where practicable.
	2. Medical	2. Certification by medical officer with statement of activities to be avoided.	
Class, grade, school	• Access to facilities • Religious beliefs	• Initiated by board or parents • Approved by the local school board or school governing authority • Exemption shall be registered on the Secondary School Program Plan and approved by the Regional Office.	

Variable Credit Programming

Physical education at the senior high level permits variable credit programming and requires a demonstrated progression of learning between each of the senior high grades. Because the program accommodates a wide variation of student ability levels, students from all program routes should be able to participate successfully in Physical Education 10.

The choice to offer Physical Education 10, 20 or 30 for three, four or five credits is accommodated by placing the required minimum percentage of time per dimension (e.g. 10%) against a 75, 100 or 125 hour time frame. The emphasis on each dimension within the required component remains constant while the time and credit value vary.

Complementary Secondary Physical Education Program

Physical Education 20-30 are complementary courses (i.e., optional) but may be used to fulfill additional credit requirements for the Advanced or General High School Diplomas. The prerequisite nature of the Physical Education 10-20-30 sequence requires increased complexity of physical, cognitive or affective demand and differentiated content at each successive grade level. Credits are awarded on the basis that the experience provided at each grade is differentiated from the previous grade and that performance expectations increase hierarchically. A logical and articulated transition in scope and sequence of content is also required. Dimensions included for additional study should include some activities never before covered. Activities that were studied from grades 7 through 10 should be covered at a more sophisticated level.

Physical Education 20 will build upon the skills of students entering from grade 10, but will provide opportunity for further expansion and depth of learning. Physical Education 30 will be an extension of but not a duplication of the Physical Education 20 program. Physical Education 30 should culminate the articulated 10-20-30 program.

The program models for the core physical education program (grades 7 through 10), and the complementary physical education program (grades 11 and 12), are presented below.

CORE PHYSICAL EDUCATION PROGRAM

PHYSICAL EDUCATION 7-10	
REQUIRED* 80%	ELECTIVE: 20%
1. Aquatics 2. Dance 3. Fitness 4. Games A & B 5. Gymnastics 6. Individual Activities 7. Outdoor Pursuits	The 20% elective time can be used for remediation or enrichment of the required program content.

* No less than 10% of the instructional time must be allocated to each dimension in the required component of the grade 7 through 10 program. This allows for 10% flexibility for extension of one or more dimension in the required component of the program.

COMPLEMENTARY PHYSICAL EDUCATION PROGRAM

PHYSICAL EDUCATION 20	
REQUIRED: 70%	ELECTIVE: 30%
1. Fitness 2. A minimum of three other dimensions . games . dance . aquatics . gymnastics . individual activities . outdoor pursuits	1. The 30% elective time can be applied to an extension of the required component. 2. The 30% elective time can be applied to one or more of the remaining dimensions not used to make up the 70% required component. 3. Instruction may include special emphasis on such areas as: contemporary issues, officiating, leadership, history, sports medicine, anatomy, kinesiology, etc.

PHYSICAL EDUCATION 30	
REQUIRED: 70%	ELECTIVE: 30%
1. Fitness 2. A minimum of two other dimensions . games . dance . aquatics . gymnastics . individual activities . outdoor pursuits	1. The 30% elective time can be applied to an extension of the required component. 2. The 30% elective time can be applied to one or more of the remaining dimensions not used to make up the 70% required component. 3. Instruction may include special emphasis on such areas as: contemporary issues, officiating, leadership, history, sports medicine, anatomy, kinesiology, etc.

SKILL PROGRESSION WITHIN EACH ACTIVITY

The skills for each activity are developed into four sequential levels. (The activities and levels are presented in the curriculum guide.) Each level may serve as a stage to introduce and develop some of the necessary skills. Subsequent levels should reinforce the existing skills.

It should be noted that neither the skills nor levels are intended to be rigidly interpreted. They serve as guides for teachers in the modification and development of programs tailored to their individual circumstances.

The progressions suggested should not be tied to grade levels, as they merely represent a suggested sequence. Activity instruction normally begins with simple activities and progresses to the more complex. However, starting points and progressions are dependent upon individual participants and are not necessarily determined by grade level. Natural ability and skills gained from previous learning experiences both in and out of school need to be assessed in order to develop a program based on individual student needs.

Learner Outcomes

Each of the seven dimensions has objectives which identify the related knowledge, attitudes, and physical and social skill outcomes. Each dimension provides:

P - Psychomotor Development
C - Cognitive Development
A - Affective Development

The major outcome for each objective listed below is noted in the left hand margin (as P, C, and A).

Aquatics

Aquatics emphasizes the use of a unique environment to promote the safe pursuit of water-related activities. Activities included are: diving, life saving, skin diving, swimming, synchronized swimming, water games, and water safety.

Aquatics is considered a vital dimension of a well-planned physical education program. A minimum of at least one exposure to a water and water safety program is suggested during the secondary years. Decisions as to when that experience should occur will depend upon the time needed, the availability of a facility, qualified personnel, and transportation.

The following objectives identify the knowledge, attitudes, and physical and social skills related to the aquatics dimension. Acknowledging individual differences, each student will develop:

P/A 1. the ability to feel comfortable and confident in the water while displaying principles of buoyancy, propulsion techniques, water entries, and drownproofing skills;

P 2. the ability to swim a variety of distances and to take part in selected water games and sports;

P 3. muscular strength and total fitness through participation in water activities;

C 4. an understanding of safety and lifesaving skills associated with water activities;

P/C 5. the ability to use self-rescue skills and to assist persons in danger on, in or near water;

P/C 6. the ability to identify and participate in a variety of vigorous fitness-inducing activities that relate to or complement selected aquatic activities;

C 7. an understanding of the origin and history of water activities and the terminology, mechanical principles and current developments associated with water activities;

A 8. an appreciation and respect for the water environment; and

A 9. an appreciation of the unique contribution of aquatics to personal fitness and to safety in lifetime water-related activities.

The dimension of aquatics may be exempted by a school if a facility is not accessible. This should be noted under special circumstances on the Secondary School Program Plan.

Dance

Dance emphasizes the expressive aspect of movement. Activities included are: folk dance, modern dance, social and ballroom dance, jazz and square dance.

The following objectives identify the knowledge, attitudes, and physical and social skills related to the dance dimension. Acknowledging individual differences, each student will develop:

P 1. body awareness, space awareness, and quality of movement associated with one or more of folk, social, square, modern, or jazz dance;

P/C 2. the ability to create and perform individual, partner, and/or group dance compositions in one or more dance forms with or without music;

P 3. the individual physical capacity to perform dances of a vigorous nature that have the potential to contribute to total fitness;

P/C 4. the ability to identify and participate in a variety of vigorous fitness-inducing activities that relate to or complement selected dance activities;

P 5. the ability to participate in vigorous physical activities to music;

C 6. an understanding of the origin and history of dance forms and the etiquette, terminology, mechanical principles and current developments in dance;

C 7. an ability to analyze the various elements of rhythmical movement in dance;

A 8. an appreciation of the opportunities for self-expression, creativity, individual interpretation, physical fitness, and social interaction provided through various dance forms;

A 9. an appreciation of dance as an enjoyable lifetime activity;

A 10. social skills which promote acceptable standards of behavior and positive relationships with others; and

A 11. a vital interest in the achievement and maintenance of one's personal fitness potential.

Where local conditions such as religious persuasion preclude the offering of the dimension of dance on a school basis, this should be noted under special circumstances on the Secondary School Program Plan.

Fitness

Fitness develops the individual's ability to function at an optimal level and promotes understanding of the various body systems and how they are affected by physical activity. The pursuit of physical fitness is an integral part of the other six dimensions. Activities included are: aerobics training, calisthenics, circuit training, first aid, fitness, posture, and weight training.

The following objectives identify the knowledge, attitudes, and physical and social skills related to the fitness dimension. Acknowledging individual differences, each student will develop:

P 1. the ability to participate in vigorous physical activities which will enhance personal fitness development throughout the total physical education program;

P/C 2. the ability to assess and apply acceptable training principles in designing personal programs to improve the health related components of cardiorespiratory efficiency, muscular strength, muscular endurance, flexibility, body composition, and posture;

P/C 3. the ability to assess and apply acceptable training principles in designing personal programs to improve the motor fitness components of agility, balance, coordination, power, reaction time, and speed;

P/C 4. the ability to plan, monitor and participate in a personal fitness program that demonstrates the adaptation and refinement of varying activities so they may be utilized in school, home or community settings;

C 5. an understanding of the safety precautions common to fitness activities;

C 6. an understanding of the history, terms, current developments in and components of functional and motor fitness and the training principles, types of activities, and benefits associated with each;

C 7. an understanding of the relationship of nutrition, rest, relaxation, exercise, and sports to physical fitness;

C 8. a knowledge and application of principles of First Aid;

A 9. an enjoyment of vigorous physical activity; and

A 10. a vital interest in the achievement and maintenance of one's personal fitness potential.

Games

Games emphasize projecting, receiving and retaining skills, footwork, agility and body coordination and elements of offence and defence. Games included are: badminton, basketball, broomball, curling, field hockey, floor hockey, flag football, handball, hockey, lacrosse, netball, racquetball, ringette, rugby, soccer, softball, squash, table tennis, team handball, and tennis.

The following objectives identify the knowledge, attitudes, and physical and social skills related to the games dimension. Acknowledging individual differences, each student will develop:

P 1. the ability to utilize acquired physical skills in a wide variety of game situations;

P 2. the ability to employ sound mechanical principles efficiently in the projection, reception and retention of objects under game conditions;

P 3. the ability to apply acceptable team/individual and offensive/defensive concepts in the creation and elimination of personal and team space in game situations;

P/C 4. the ability to identify and participate in a variety of vigorous fitness-inducing activities that relate to or complement selected games;

P 5. an understanding of the origin and history of a variety of games and of the terminology, mechanical principles, team/individual skills, strategies and techniques employed in a variety of games.

C 6. an understanding of rules, etiquette, and safety precautions employed in a variety of games;

A 7. an appreciation and respect for the effort, safety and abilities of one's self, team mates, opponents, officials, and instructors;

A 8. an understanding and appreciation for etiquette and self-control in game situations;

A 9. an appreciation of the necessity to accept leadership/followership roles in cooperative and competitive situations;

A 10. confidence and a desire to attempt new games or activities;

A 11. an appreciation for the role of games in the achievement and maintenance of one's personal fitness potential; and

A 12. social skills which promote acceptable standards of behavior and positive relationships with others.

Gymnastics

Gymnastic activities emphasize body management skills which develop strength, flexibility and fluency of movement. Activities included are: dual balance, educational gymnastics, artistic gymnastics, modern rhythmic gymnastics, pyramid building, rope climbing, trampoline, and tumbling.

The following objectives identify the knowledge, attitudes, and physical and social skills related to the gymnastics dimension. Acknowledging individual differences, each student will develop:

P 1. the ability to perform ambidextrous movements that result in "balanced" body strength and mobility;

P 2. the ability to demonstrate mechanical principles and motor patterns in the creation and performance of artistic/rhythmic/educational gymnastics sequences both on the floor and in formal/informal equipment arrangements;

P 3. correct safety techniques where individual and/or cooperative assistance is appropriate;

P/C 4. the ability to identify and participate in a variety of vigorous fitness-inducing activities that relate to or complement selected gymnastics activities;

C 5. understanding of the origin and history of gymnastics and the etiquette, rules, terminology, safety techniques, mechanical principles and current developments which apply to gymnastics;

C 6. an understanding of the factors of space, weight, time and flow as they apply to gymnastics;

C 7. the ability to monitor improvement and set personal performance goals in gymnastic activities;

C 8. the ability to design and evaluate gymnastic routines;

A 9. an appreciation and respect for the safety,effort and abilities of one's self, teammates, opponents, officials and instructors;

A 10. the confidence and desire to participate willingly as a performer and/or organizer in class events;

A 11. perseverance, self-confidence, and individual initiative; and

A 12. an appreciation for the role of gymnastics in the achievement and maintenance of one's personal fitness potential.

Individual Activities

Individual Activities are those which by their nature can be pursued by an individual with or without a partner or opponent. Activities included are: archery, cross-country running, five-pin bowling, golf, ten-pin bowling, track and field, weightlifting, and wrestling.

The following objectives identify the knowledge, attitudes, and physical and social skills related to the individual activities dimension. Acknowledging individual differences, each student will develop:

P 1. the basic skills, techniques, and form associated with selected individual activities;

P 2. the ability to utilize acquired physical skills in a wide variety of individual activities;

P/C 3. the ability to identify and participate in a variety of fitness-inducing activities that relate to or complement selected individual activities;

C 4. understanding of the origin and history of various individual activities and the etiquette, rules, terminology, safety concepts, mechanical principles and current developments which apply to various individual activities;

C 5. the ability to monitor improvement and set personal goals in various individual activities;

A 6. an appreciation of and respect for the safety, effort, and abilities of one's self, partners, opponents, officials, and instructors;

A 7. confidence and a desire to attempt new individual activities;

A 8. increased self-confidence, self-sufficiency, and individual initiative; and

A 9. an appreciation for the role of individual activities in the achievement and maintenance of one's personal fitness potential.

Outdoor Pursuits

Outdoor Pursuits emphasize physical activities requiring wise and careful use of the natural environment. Activities included are: alpine skiing (downhill),backpacking/hiking, camping, canoeing, cycling, Nordic skiing (cross-country), orienteering, sailing, skating, snowshoeing, and wilderness living skills.

The following objectives identify the knowledge, attitudes, and physical and social skills related to the outdoor pursuits dimension. Acknowledging individual differences, each student will develop:

P 1. the basic skills, techniques and form associated with one or more outdoor activities;

C/P 2. the ability to identify and pursue a variety of fitness-inducing activities that relate to or complement selected outdoor pursuits;

C 3. an understanding of the origin and history of outdoor pursuits and the terminology, rules, safety concepts, mechanical principles and current developments which apply to outdoor pursuits;

A 4. an appreciation and respect for the natural environment;

A 5. an awareness of the potential of the natural environment for worthwhile lifetime outdoor pursuits in all seasons;

A 6. social skills which promote acceptable standards of behavior and positive relationships with others;

A 7. increased self-confidence, self-sufficiency, and individual initiative; and

P 8. an appreciation for the role of outdoor pursuits in the achievement and maintenance of one's personal fitness potential.

D. RESOURCES

A variety of learning resources has been identified for Recommended and Supplementary teacher reference for each of the seven dimensions. These are listed in Appendices A and B of the Secondary Physical Education curriculum guide.